

The English Resource Book plus...

Creative Extensions

Book 3

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Give a short definition of an epic.

What are epics usually about?

What are the features of epics?

Name some famous epics.

What other types of texts is the term used to refer to?

What are the similarities between these texts and the poetic epic form?

Epic Research

Name an epic.

Who wrote it?

When was it written?

Give a brief outline of the epic.

Draw a scene from the epic.



Describe the scene.



Epic Extension

Find a different type of text, such as a film, which is based on the epic. Discuss the similarities and differences

In any story, dialogue is important because:

- * It reveals the speaker's character, and (usually) age, social position, occupation.
- * It shows the relationship between the characters.
- * It shows the emotion the speaker feels at the time.
- * It allows the writer to convey information about characters or plot that would be dull in a long prose passage.

How to write good dialogue

- ❑ Don't try to include everything. Break up long speeches with comments from other characters or with action.
- ❑ Make words sound natural. The way to test this is to say them aloud.
- ❑ Try to make speakers different from each other. For example, one person might have a better vocabulary, another use slang or be fond of nicknames.
- ❑ Use contractions (it's for it is and so on) to sound realistic.
- ❑ You don't have to write 'he/she said' each time, but you must say who new speakers are when they come into a conversation.
- ❑ Don't overuse alternative words for 'said' or they will lose their force. Words like 'interrogated' or 'grumbled' only have impact if their use is limited.

How to set it out

- ~ Take a new line when it is a new speaker.
- ~ Put quotation marks around the *exact* words that are spoken.
- ~ Put a comma before or after spoken words if there are other words in the complete sentence. For example: *X said, "No I won't."* or: *"No," X said, "I will not."* Notice that punctuation goes inside the inverted commas.

The task

Select *one* of the situations below. Write a dialogue between any two of the characters *or* between one of the characters and an outside person, such as a law enforcer, victim or parent.

The situations

1. Two burglars who broke into a Polish flat ended up driving the pregnant occupant to hospital when she developed labour pains. Then they returned to ransack the apartment.
2. A British pilot was suspended and could face the sack after a five-year-old girl named Emily operated the controls of a packed holiday jet. The child spent 20 minutes on the flight deck, at one stage pressing a button to make the plane turn. Emily said: 'I don't want to be a pilot when I grow up. It's a bit scary.'
3. Three American teenagers stole some stop signs for a prank. A car went through an intersection where a sign was missing and two people were killed. The teenagers faced manslaughter charges and received prison sentences.
4. A French family has been evicted after a court found their pet pitbull guilty of violence, including biting a cat. 'He just scratched her on the arm. He's a very nice dog,' owner Madame Canvin said. 'I am 48 years old, I pay my rent regularly and I am not a criminal.' Her lawyer said: 'It is legal nonsense to evict people because their dog bit a cat.'

Form pairs; one person is **A**, the other **B**.

1. Take a topic from the list below.
2. **A** prepares a 3 – 6 minute speech on the *benefits* of the subject without conferring with **B**.
3. **B** must prepare a case on the *disadvantages* of the subject, without conferring with **A**.
4. **A** speaks first, presenting the affirmative view.
5. Then **B** speaks, first rebutting points in **A**'s speech, then presenting his/her own argument.
6. **A** has a right of reply to rebut points raised by **B**.
7. **B** may then speak to rebut any further points made by **A** but as this is the last speech **B** may not introduce new points.
8. After each pair has finished speaking the audience may raise any relevant issue *not* covered by speakers and rebut any points missed.

Adjudication sheets for speaking at the back of this book can be used as a guide to determine the better speeches.

action movies	bungy jumping	chequebook journalism
alcohol	apartment living	cinema verite
boxing	billboards	compulsory retirement age
breakfast cereal	board games	conformity
bubble gum	borrowing	deodorant ads
capital punishment	cigars	Easter bunnies
computer games	compulsory humanities	gambling casinos
cricket	compulsory maths	indirect taxes
cycling	costume parties	Karaoke
dishwashers	current affairs shows	large mortgages
four wheel drives	free schooling	local politicians
guns	garlic	Nobel prizes
huge supermarkets	grannie flats	objective tests
hot water bottles	horseracing	one day cricket
local newspapers	hot rods	parliamentary privilege
logos on clothing	Internet surfing	patriotism
reading novels	jazz	privatisation
Olympic Games	Ju-Jitsu	protest marches
keeping pets	juries	public holidays
saving in piggy banks	military heroes	sceptics
team games	national flags	shipboard romance
roadside advertising	opinion polls	spontaneous laughter
rock music	plastic surgery	state funding for the Arts
school formals	sailing	student unions
Shakespeare	skyscrapers	televised court cases
slang	speed limits	the United Nations
white lies	talk-back radio	trivia
wrestling	trade unions	vigilante groups
zoos	university study	yoga



Select two texts with contrasting structures from different sections of a newspaper. Identify the type of text in each case. Highlight and describe the key features which identify the text types.



Create a crossword using newspaper terms.



Compare a modern broadsheet with an early example of a newspaper. Describe the differences and similarities in the layout of the paper and the type and style of articles each contains. Explain why you think these differences exist.



Draw and label a diagram which shows the format of a newspaper report. Explain why reports are structured in this way.



Create a short story using cut-out headlines or subheadings from newspapers.



Draw a cartoon which addresses a topical issue for the editorial page of a daily newspaper.



Design the front page of a newspaper. Include and label all the usual features found on the front page.



Prepare a pamphlet for junior high school students describing the jobs people do in newspapers.



Write a text which describes and explains the differences and similarities between a tabloid and a broadsheet. Forms this could take include: a PowerPoint presentation, a pamphlet or an expository text which favours one form of paper over the other.



Conduct and report on a survey investigating the types of stories found on the first eight pages of a daily newspaper.



Cut out a headline from a newspaper. (Do not read the article that goes with it.) Write your own article in a newspaper format of your choice. (300 words maximum)

Choose three non-literary texts on the same or similar topics.
Complete the tasks below.



TOPIC: _____

Text
1

Author: _____
Title: _____
Publisher: _____
City of publication: _____
Year of Publication: _____

Text
2

Author: _____
Title: _____
Publisher: _____
City of publication: _____
Year of Publication: _____

Text
3

Author: _____
Title: _____
Publisher: _____
City of publication: _____
Year of Publication: _____

Choose one aspect of the topic which all three texts deal with and complete the tasks below.

MY CHOSEN ASPECT OF THE TOPIC: _____

Briefly summarise the points and information provided by each text on your chosen aspect.

Text 1: _____ Text 2: _____ Text 3: _____

--	--	--

Give each text a rating as to how well you think it deals with your chosen aspect.

--	--	--	--	--

(low)

(high)

--	--	--	--	--

(low)

(high)

--	--	--	--	--

(low)

(high)

EXTENSION: Using the information you have gathered write a chapter covering your chosen aspect for a non-fiction text aimed at junior high school students.

to a film, novel, play poem or song.

TITLE: _____

COMPOSER: _____

Did you enjoy it? Explain why or why not?

Did you empathise with the character/s? Why or why not?

How did the composer create this empathy?

Are the characters like any you have encountered in other texts? How?

What feelings do the characters have in common? Give examples.

Would you recommend this text to others? Explain your answer.

Nouns

What is a noun?

Types of noun

	Common	Proper	Abstract	Technical
Definition				
Example				

Why is choice of noun important to good writing?

Verbs

What is a verb?

Give examples of the following types of verbs

	Doing	Saying	Thinking
Example			

Why do verbs change form?

Why is choice of verb important to good writing?

Articles

What are they?

Adjectives

What are they?

Give some examples.

Why is choice of adjective important to good writing?

Prepositions

What do they do?

Give some examples

Adverbs

What are they?

Give some examples.

Why is choice of adverb important to good writing?

Pronouns

What are they?

Conjunctions

What do they do?

Give some examples.

Give some examples